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THE QUEBEC ANSWER

to the

Problem of Apprenticeship

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DEPARTMENT OF LABOUR CANADA

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SECTION I

Introduction

Anyone examining trades-training in the Province of Quebec today will be impressed by the widespread growth, since World War II, of interest and enthusiasm in the value of training. Employers, organized labour and government officials all seem to appreciate the value of progressive training methods which will accelerate the production of skilled and semi-skilled workers, and at the same time provide opportunities for the youth of the Province to prepare themselves for Quebec's expanding industries. They feel their present-day training methods are designed to meet both these vital needs.

Three-Way Cooperation

Leaders from labour, industry and government in Quebec became convinced at the end of World War II that Canada was on the threshold of an era of great industrial expansion. They realized that a supply of skilled manpower was a vital requirement of expansion. Quebec employers knew that if their businesses were to share in Canada's economic expansion, it would be necessary for training opportunities to be given to as many young men and women as possible. Employers also were convinced that success in producing skilled tradesmen and technicians could be brought about best by the cooperation of labour, management and government. True, employers could offer employment opportunities to apprentices and those young people interested in becoming expert in some particular occupation. However, there was general agreement that on-the-job training alone was inadequate to meet modern conditions in many instances, and should be supplemented by proper trades and technical training in schools or other institutions. Therefore, government cooperation was also required. However, government and employers could not bring training plans to successful fruition alone. The cooperation of organized labour was also needed. This cooperation was freely given.

Cooperation in training programs by all three groups, industry, labour and government, has continued steadily during the postwar years. Full-time pre-employment apprentice-training centres have been opened at Montreal, Sherbrooke, Chicoutimi, Hull and Quebec. The training facilities of the existing technical, specialized, and arts and crafts schools have been expanded. As a result, a new, wider-spread interest in training has emerged, which is evident throughout the Province today.

The three groups behind training, industry, labour and government, thought also of the humanitarian aspects of an accelerated training program. They felt that apprenticeship was one of the most important factors in improving the lot of the workers. They wanted to give the youth of the Province, not only those from financially-fortunate families, but also the under-privileged, the opportunity to prepare themselves for well-paid jobs as skilled workers. They also wished to provide the ambitious youth with the opportunity for advanced technical training which could lead to higher jobs.

SECTION II

Apprenticeship in the Building Trades

The emphasis today, with the notable exception of the printing trades, is on full-time pre-employment training in apprentice-training centres or schools rather than the older system of long-term indentured apprenticeship with classroom training in some cases supplementing the on-the-job learning. This is particularly evident in the building trades.

A New System

To-day a new system of building-trades apprenticeship is in existence in the Province. This new system evolved following a study by the *Superior Council on Technical Education and a provincial conference on apprenticeship held in Montreal in March 1944, under the auspices of the Builders' Exchange of Montreal and the Montreal Building Trades Joint Committee. The purpose of the conference was to explore the possibility of developing cooperative action on the part of labour and management in the training of building-trades apprentices. The conference was unique in that no record could be found of any previous attempt being made in the Province to effect a permanent partnership between employee and employer organizations to promote efficient apprentice-training in the building industry.

Some concern was felt at that time among those in the construction industry about the serious shortage of skilled building tradesmen. The old system was not proving adequate. It was becoming evident that a new approach and new ideas were needed in the field of training. One of the foremost exponents of a new system was the late J.L.E. Price, at that time president of the construction company which bears his name. After devoting a great deal of time and thought to the problem, Mr. Price succeeded in interesting other contractors and representatives of labour in his ideas.

Mr. Price felt that the average efficiency of skilled labour in most of the building trades had been allowed to decline to low levels due to failure, on the part of both employer and employee organizations, to recognize the need for promoting on an adequate scale efficient apprentice-training in the Province. When he discussed the problem with Gabriel Rousseau, at that time Director-General of the Arts and Crafts Schools of the Province he found that Mr. Rousseau shared many of his beliefs. One of these was that the basic skills of a trade could be taught at a trades-training centre as well as, if not better than, they could be taught to an apprentice on a job. The March 1944 conference resulted largely from Mr. Price's own enthusiasm and the spreading of this enthusiasm among his colleagues.

*The Superior Council on Technical Education is a body appointed by the Provincial Government to advise on the needs of technical education and the best way of administering the program. Its membership includes the Superintendent of Public Instruction as chairman, and the directors of the largest technical and arts and crafts schools and employer and labour representatives.

Special Committee Prepares Brief

At the conference, a special committee, consisting of four representatives from employers, four from organized labour, two from the Provincial Department of Labour, three representing educational authorities and two from the Canadian Legion, was set up under the chairmanship of Mr. Price. This special committee was empowered to prepare a brief on building-trades apprenticeship in the Province. The brief was prepared and presented to Hon. Antonio Barrette, the Provincial Minister of Labour, in October 1944.

The brief recommended the establishment of permanent apprenticeship training centres in areas of the Province where there were sufficient numbers of applicants for training. The brief further recommended that youths accepted for trades-training should be registered with the apprenticeship centre and should serve a probationary period of training at the centre before being placed in employment. Thus a new concept of apprenticeship was born in Quebec.

A New Act Came Into Force

Apprenticeship in Quebec is carried out under the Collective Agreements Act, R.S.Q. 1941, chapter 163 and its amendments, and the Apprenticeship Assistance Act of 1945, chapter 41. Under the Collective Agreements Act, decrees are issued regulating working conditions, rates of pay, etc., within each trade and covering both journeymen and apprentices. However, experience showed that there was not adequate provision for apprentice-training under this Act. Largely as a result of the brief presented by the Special Committee set up at the Provincial Conference on Apprenticeship in March 1944, the Apprenticeship Assistance Act came into force in 1945. It provided for a systematic and better supervised plan for training apprentices than had been the case previously.

Under the new Act, administered by the Quebec Department of Labour, ten or more persons representing employers and workers could petition the Lieutenant-Governor-in-Council to be incorporated as the apprenticeship commission for one or more apprenticeable trades in a designated area, provided that the Minister of Labour, the Minister of Health and the Minister of Youth and Social Welfare, or their representatives, were members of each commission.

The responsibilities of such an appointed apprenticeship commission include:

- (a) the making of agreements with institutions under the Specialized Trades Schools Act;
- (b) giving courses of training to apprentices; and
- (c) determining conditions of apprenticeship with regard to the length of the program of studies, provided the latter is approved by the *parity committee regulating the trade.

*A parity committee is a body established for the purpose of administering a Decree regulating a trade under the Collective Agreement Act. Parity committees are composed of equal numbers of representatives from employers and organized labour. Their responsibilities include the prescribing of the length of apprenticeship, ages, wages, ratio of apprentices to journeymen, etc., in addition to the enforcing of the regulations pertaining to the trade which cover employers, journeymen and apprentices.

Four Years' Apprenticeship

Quebec law still requires that apprentices in most of the building trades must serve four years at the trade before becoming eligible to apply for a competency card or certificate which is granted in most trades after a trade test has been passed. Exponents of the new system suggest however, that with pre-employment training the apprentice reaches a higher degree of competency faster. When an apprentice spends all his training years working on the job with journeymen he is entirely dependent on them for his instruction, which may vary in quantity and quality. His employer, naturally, is primarily concerned with production, and a journeyman just cannot devote as much time as he would perhaps like in teaching an apprentice the finer points of the trade. Therefore, a considerable portion of an apprentice's time is necessarily spent in helping the journeymen to produce, doing necessary odd labouring jobs, which, while useful, do not particularly add to his knowledge of the trade. The journeymen working with the apprentices may be experts at their trade, but are not usually trained in the principles of teaching, and therefore, many must find it difficult to impart their knowledge to the youngsters.

While at first some employers and some older journeymen, steeped in traditional methods, had doubts about the possibility of teaching the basic skills of a trade in a training centre or school, those doubts are fast disappearing. The fact that placement officers at apprenticeship centres are experiencing no difficulty in finding employment openings for the apprentices when they complete their courses indicates general acceptance of the system among employers. The Montreal Apprenticeship Centre for the Building Trades reports that not infrequently employers seek boys before they have completed their training at the centre. In such cases, the boys are usually encouraged to finish their courses before starting work.

It would appear reasonable to expect that a boy who has had from six to ten months' concentrated training in the basic skills of a trade would be of more value to an employer at the outset of his employment than a lad starting with absolutely no knowledge, even of the tools of the trade. It would also seem reasonable to expect that a boy having already mastered the basic skills of a trade would advance faster in experience and knowledge in his practical "on-the-job" training with an employer. Training officials in Quebec claim their experience shows such assumptions to be true. Results would seem to bear them out as many of their apprentice-trainees have gone on to become not only highly-skilled journeymen, but frequently, foremen, superintendents and contractors. A traditionalist might argue that many former apprentices of bygone days have also attained success as foremen, superintendents and contractors. The Quebec authorities admit this, but point out, that in most cases they were longer reaching these levels, than some of the bright lads given pre-employment training.

Progressive Approach to Age-Old Problem

Many of those concerned with apprentice-training in Quebec would be the first to admit weaknesses in their system and a need for constant improvement, but they do feel they are approaching an age-old problem in a progressive and realistic manner.

Those familiar with Quebec's system will admit that one weakness lies in the lack of effective supervision and control during the "on-the-job" portion of an apprentice's training, particularly of those boys who did not graduate from a training centre. Placement officers at apprenticeship centres do attempt to check on the boys trained at the centre and to find them another job if they become unemployed, but there is no provision for effective checking of the boys who start directly with an employer. Another seeming weakness lies in a lack of provincial uniformity due largely to the local nature of industrial organization and the varying degrees of development of apprenticeship. These have resulted in regional differences in standards and training procedures. However, constant efforts are being made to bring about more uniformity.

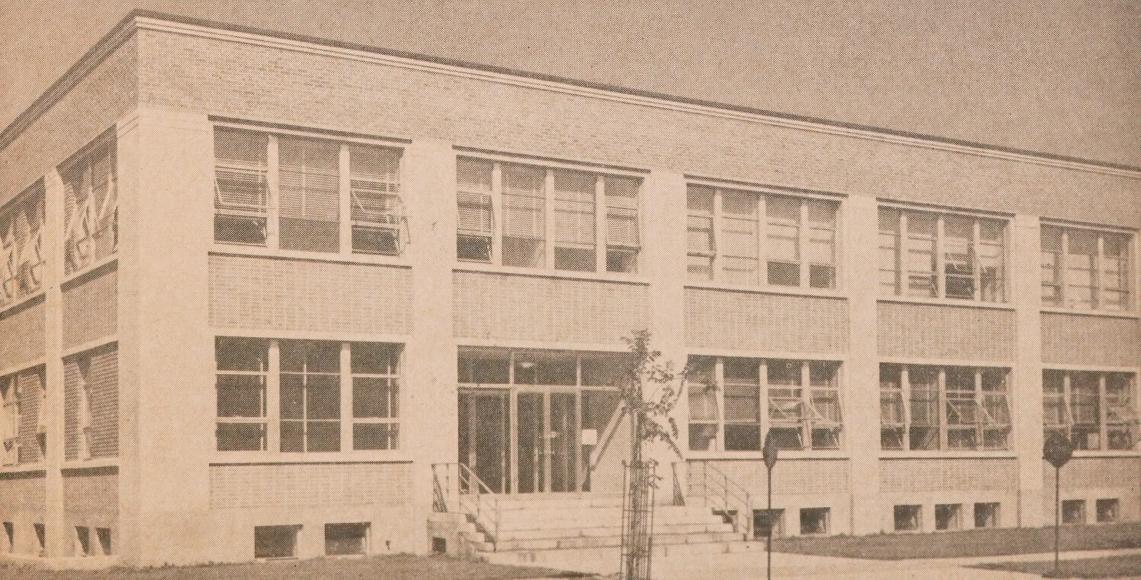
Training experts in the Province contend that weaknesses in the system used in the building trades are compensated for by certain advantages. One of these is the fact that the system makes it comparatively easy for boys to enter apprenticeship and it is therefore more attractive to them. Reasons given for this claim are that:

- (1) an indenture or apprenticeship contract is not required of either employer or apprentice;
- (2) starting apprentices are usually paid wages equivalent or nearly equivalent to labourers and helpers;
- (3) apprenticeship periods may be considerably shortened by attendance at pre-employment courses; and
- (4) the apprenticeship training centres offer an assurance of thorough basic training.

Apprenticeship Centre in Montreal

One of the best examples of pre-employment training centres established under the new system is the Apprenticeship Centre for the Building Trades in Montreal. Here the following trades are taught; bricklaying, carpentry and

This is the main building of the Montreal Apprenticeship Centre for the building trades.



joinery, plastering, plumbing, painting, pipe welding, tilesetting, sheet metal work, and the electric installation trade. The courses are all six months long. The average starting wage for apprentices, on completion of the training at the Centre, is \$1.00 per hour. The recent starting rate for the bricklaying apprentices was \$1.05 per hour. However, according to officials at the Centre, reports are frequently received of their apprentices earning \$1.40 to \$1.60 an hour within a few months of leaving. Such voluntary raising of wages by employers is probably the strongest testimony to the thoroughness of the training given at the Centre, where there are from 200 to 250 apprentices in training at all times.

The key to speedy and successful teaching of the basic skills of a trade lies in the Centre's efforts to simulate as closely as possible actual working conditions. The trainees work eight hours per day, five days a week. The instructors act as foremen, the chief instructor in each trade acts as the building superintendent. The boys do not work on models, but on actual full-scale projects. Most of the new building in which the Centre is now housed was actually built by the apprentices-in-training under the supervision of their instructors. Any necessary repairs, extensions or maintenance on the buildings is carried out by the boys in training. The discipline at the Centre is perhaps even more strict than it might be on the job with the average employer. Therefore, when the graduate apprentice goes on the job for the first time he rarely meets conditions with which he is not already familiar.

Flexibility of Quebec System

It might be argued that such a system is not regularized apprenticeship providing for periodic pay increases until journeymen's rate is reached. Advocates of the Quebec methods will claim that their system has the advantage of flexibility in that it provides for a brighter lad to go ahead faster and not be held down to the pace of the slowest. There are other reasons for flexibility in a training system, according to Gabriel Rousseau*, Technical Adviser to the Provincial Department of Labour.

In connection with flexibility, Mr. Rousseau stated:

Young men entering apprenticeship do not all come from the same mould. They vary in age and academic preparation. The needs of employers also vary from time to time. Therefore, an apprenticeship system must be flexible enough to suit the apprentice who may choose his career at any age within the limits fixed by law, and also his future employer whose needs may vary.

This endeavour to provide flexibility in the provincial apprenticeship system of Quebec appears to be based on sound reasoning.

Training Speeded-up

Alexander Martin, chief instructor of the plastering department, a Scotsmen, with 30 years' experience in his trade, was convinced that the boys

*(Mr. Rousseau in 1951 and 1952 headed a technical and vocational educational mission to Greece for the International Labour Organization. Later he was sent to Ceylon and Cambodia under the Colombo Plan, as an adviser on technical training, and is today an internationally-recognized authority on technical and vocational training.)

learned much faster at the training centre than they could by working on the job. Said Mr. Martin, who himself learned his trade by the older "on-the-job" method:

Plastering apprenticeship training at our Centre prepares the apprentice for his future at the trade. He receives knowledge of his trade under skilled journeymen, who have the training necessary to become teachers. The combined theory and practical training, plus material and working space which we have at the present time, reveal that an apprentice after six months at the Centre is far ahead of an apprentice, in many cases, with one and a half or two years' experience on the job. We know this because we give the tests to apprentices who learn on the job in other districts when they come to the Montreal area for employment.

If an apprentice is not started properly in the manipulation of his tools, he will always have awkward working methods. The knowledge that the apprentice receives in this centre is essential if he is to become an able journeyman. For that reason the schedules we carry out at our training centre are established just as if the apprentice was working on the job. Daytime training programs have a stipulated number of hours to cover each step in the trade.

Language Problem Solved

Trades training at the Montreal Centre is given in both French and English, but inquiries regarding language disclosed an interesting sidelight. At various times in the Centre, immigrants, who spoke neither French nor English, have applied for training. These young men were not only trained in the basic skills by the use of signs and demonstrations, but when they left they had a working knowledge of French or English, and in some cases, both languages.

The chief instructor of the electrical department, Alzée Bastien, who has passed his 67th birthday, has had 51 years in the trade. A former vice-president of the International Brotherhood of Electrical Workers, and later a general organizer with the American Federation of Labour, Mr. Bastien has travelled extensively on union business all over the North American continent and as far south as the Panama Canal. In the course of these travels he has seen and studied many different training systems. His opinion on the methods used at the Montreal Centre are therefore worth considering. Mr. Bastien stated emphatically:

Our prime interest is to see that the boys of today do not meet with discouraging situations which make them hate life. We of the trade have a different conception of apprentices today. If they are to be the bosses of tomorrow, they must be equipped with the best training, in theory as well as in the manual skills. After long experience and travelling throughout the North American Continent in the interests of different trades, I feel the Montreal Apprenticeship Commission set-up in the building trades is the best and most unique on the continent today, and I may say, perhaps in the world.

Interest in Humanity

Conversations with officials and instructors at the apprenticeship centres in Montreal and Hull revealed a broad interest in humanity which largely motivates their enthusiasm. Like Mr. Bastien, they feel that a youth with little education and no particular manual skill, who finds it difficult to earn a living, tends to develop a bitterness against society and the world in general. He is

more likely to become a social misfit. On the other hand, the development of interest in a trade or manual skill with the consequent pride of accomplishment as that skill develops, and the self-respect and confidence which comes from the ability to earn good wages, are likely to result in good citizenship.

Need for Pre-Employment Training

This concern for the welfare of youth seems to form the real basis for the development of pre-employment training in Quebec. Those who have organized it point out that experience has shown that employers are hesitant about accepting as apprentices boys who have had no chance to show any particular aptitude or interest for the trade. Six months' trades training at the apprenticeship centre appears to remove all hesitancy and the boys find ready acceptance. Employers realize that boys with no aptitudes or inclination towards a trade have been weeded-out at the centre.

The self-reliant youths from the apprenticeship centres have already proved themselves to be potentially good journeymen. They have been subject to discipline and understand fully what it means to be a skilled tradesman. The basic skills of the trade have been thoroughly learned, and the vast majority of them are eager to learn more and advance as rapidly as possible. They have advanced at the end of their six months' training to the point where they may receive anywhere from six months to one year's time credit on the required four years to attain journeyman status. In electricity and plastering, however, such time-credit is not given until the final year of apprenticeship. The length of time credit depends on the boy's record and his trade test at completion of his course at the centre.

To the employer this pre-employment training means that most of the chance he may take when hiring apprentices has been eliminated. The employer is also relieved of the responsibility of seeing that the boy is taught the basic skills of the trade and the proper use of tools—a responsibility which some employers feel can cause a slow-down of production, when such training is faithfully carried out.

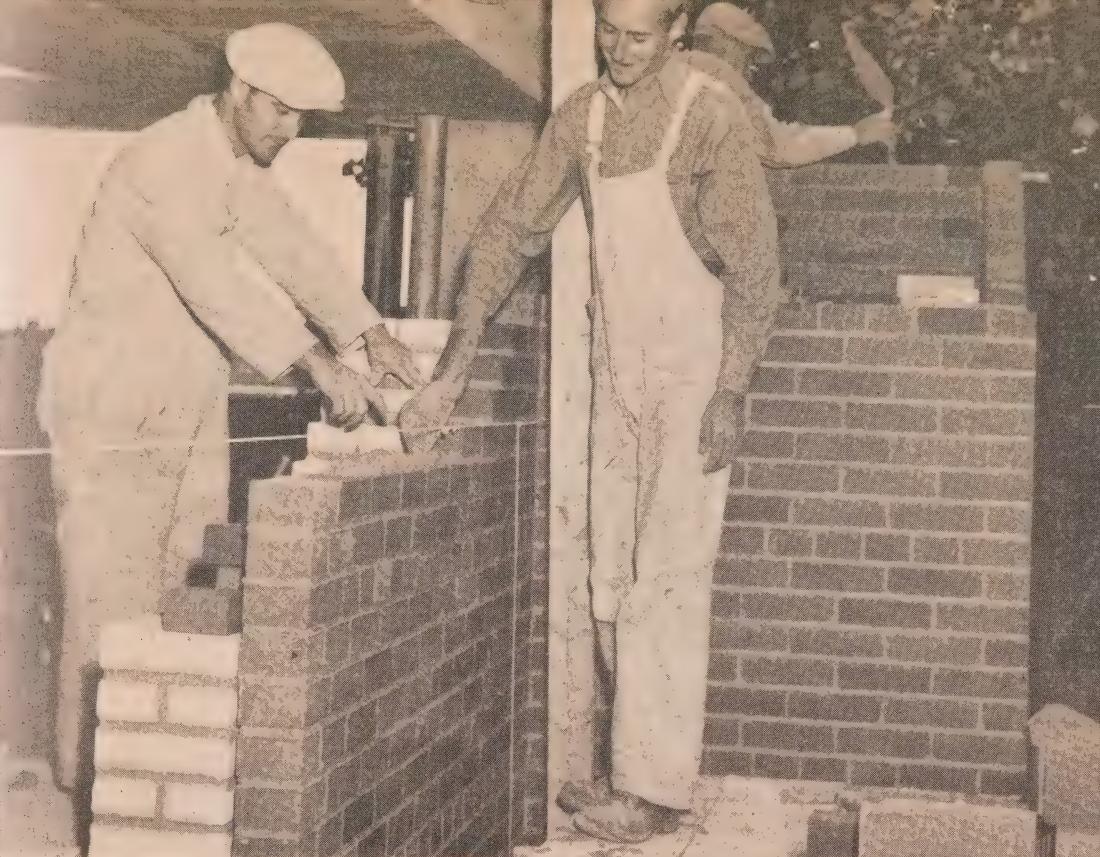
Bricklaying Department

Méonil Lapointe, chief instructor of the bricklaying department at the Montreal Centre, has some interesting comments on the training. Mr. Lapointe has had 25 years' experience in the bricklaying trade. He, like other instructors questioned, firmly believes that the principle of pre-employment trades training is a forward step and more effective than the older method of training on the job only. Mr. Lapointe stated that:

Evidence of the value and effectiveness of trades training in a training centre lies in the fact that graduates encourage their younger brothers to take trades-training at the Montreal Centre. For example, 90 graduates of the bricklaying department alone have brothers who have also graduated. Many older tradesmen also send their sons to the school for training.

One way that training is speeded-up at the Montreal Centre is by eliminating all unnecessary labour which is not adding to the apprentices' trade skill.

Mr. Lapointe explained that boys commenced laying bricks the first day of training in his department, with an increasing number as skill improved. For instance in February 1956, he set for the 28 boys in his class an objective



An apprentice bricklayer receives individual instruction at the Montreal Apprenticeship Centre for the building trades.

of 100,000 bricks to be laid during the month. Bricklaying, like each of the building trades taught at the Montreal Centre calls for six months of 40 hour weeks, or approximately 1,000 hours of concentrated working at the trade under the watchful supervision of the instructors.

In addition to practical trades-training, all apprentices receive training in first aid, mathematics applicable to each trade, and in sociology. From 50 to 60 hours are devoted to these extra subjects during the six-month courses. Sports are encouraged outside the eight-hour working day. An auditorium containing a badminton and a volleyball court has been constructed by the apprentices themselves under the supervision of instructors. The instructors are not primarily concerned with production, but rather are interested in making sure every apprentice learns all the basic skills of the trade thoroughly. All instructors emphasize pride of workmanship, self-respect and self-confidence in every apprentice.

Stress is laid on safety right from the start in every course. Those who plan the training courses feel that if an apprentice is taught safe working habits and is deeply imbued with safety consciousness from his first contacts with a

trade, he will be likely to continue such habits through his working life. This is a conscious effort to assist in reducing the heavy toll of industrial accidents which occur annually.

Apprenticeship Centre at Hull

Another Centre examined for purposes of this review was the Apprenticeship Centre for the Building Trades in Hull. The basic philosophy behind their courses is the same as in Montreal. However, in Hull the pre-employment trades training is of ten months' duration in each of the four trades which are taught—painting, plastering, bricklaying, and carpentry and joinery. The officials in Hull feel that their ten-month course has decided advantages. Their theory is that the average apprentice may learn basic skills of a trade in six months, but that he requires another four months' practice to acquire dexterity and speed. Another advantage claimed by officials in Hull is that boys are more likely to remain in the trade after ten months of concentrated training than after six months because a deeper interest has been developed. The training centre in Hull accommodates about 40 student apprentices.

Evidence that employers recognize the added value of the extra four months' training lies in the fact that the average starting wage for apprentices from the Hull centre is \$1.50 per hour, compared to the somewhat lower scale for those from the Montreal centre. However, Montreal officials claim that most of their trainees can barely afford six months' training without pay. By starting their earning period earlier, they gain four months' extra earnings which more than compensates for the lower starting rate.

Although there are differences of opinion in various areas of Quebec as to the length of time for pre-employment training, there is general agreement on the value of concentrated trades-training at an apprenticeship centre. In Hull, as in Montreal, there is the same evident enthusiasm, on the part of both instructors and apprentices.

Entering the headquarters of the painting department at the Hull Centre, the visitor's eye is immediately caught with a brilliantly-hued decorative ceiling

This is apprenticeship centre for the Building Trades at Hull



display. What might be taken for an imaginative artist's conception of a flying saucer has glowing circles in varying shades of colour extending to the four walls of the room. But it is far more than merely decorative as it also has a utilitarian purpose. It is designed to illustrate and teach the theory of colour and shows 56 different shades, all blended from three basic colours plus black and white. It is hard to imagine a painting apprentice, learning on the job, ever having the opportunity to learn the theory of colour in such a dramatic and artistic manner.

Louis N. Froment, Director of the Hull Building Trades Apprentice Training Centre, is an enthusiastic exponent of pre-employment training. Mr. Froment answered a series of questions which explain the Quebec system.

Q. Do you consider pre-employment trades-training at an institution a more effective method of teaching the basic skills of a trade than the older method of "on-the-job" training, if so why?

MR. FROMENT: Definitely yes, because the apprentice is under the constant supervision of a qualified instructor, he gets better attention than formerly. He is assured of expert guidance from a teacher who is himself a trained journeyman and who possesses the necessary attributes to teach others. Pre-apprenticeship permits the training centre to select apprentices before they enter the field. This results in the weeding-out of those lacking the necessary aptitudes to succeed in that particular trade.

Q. Approximately what percentage of your graduate apprentices remain in the trade?

MR. FROMENT: In the territory under our jurisdiction, the western part of the province from Montreal westward, the percentage known is 65 per cent, but because of the proximity of Ontario, where certificates of competency are not compulsory, a great number of our boys succeed in getting employment as journeymen in that province even before they have completed the required four years of apprenticeship—therefore, we lose contact with them.

Q. What other subjects are taught in addition to the practical work in each trade?

MR. FROMENT: History of the building trades and arithmetic up to square root, in the day courses. In the night courses geometry and trigonometry are taught.

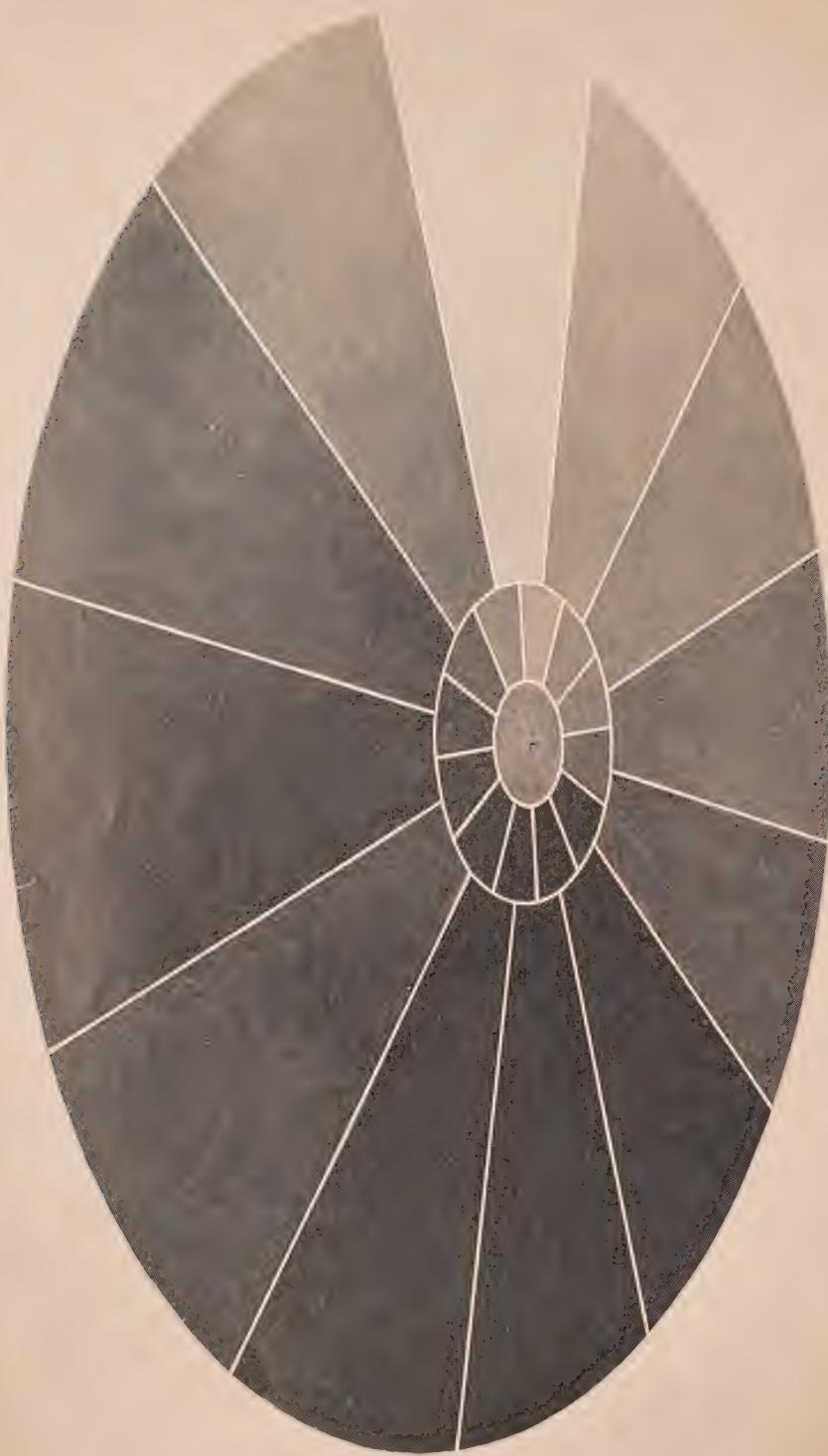
Q. Have employers in the Hull area indicated satisfaction with the trades-training in the Centre?

MR. FROMENT: Several employers would employ more than the legal quota or ratio if permitted to do so. In fact, some even try to get journeymen's status for their present apprentices in order to qualify for employment of additional apprentices.

Q. How is the training at the Centre financed?

MR. FROMENT: Finances come from the Parity Committee, and from the Quebec Ministry of Labour.

Q. What method do you use for teaching apprentices the necessary mathematics when they have had little formal schooling?



MR. FROMENT: Since the principal purpose of our Centre's training is to help those who lack the average schooling, we do not insist that everybody should study the related theoretical subjects of the trade, but rather confine our teaching, in certain cases, solely to training in trade skills, keeping in mind that the lack of study on the part of the apprentice will not prevent him from becoming a good journeyman if he possesses willingness to work.

Q. What are the usual time-credits allowed to graduates of your centre on the four years necessary to become journeymen?

MR. FROMENT: Credit allowed ranges from 12 to 18 months according to the results obtained and the behaviour of the apprentice.

Q. Would you explain briefly why apprenticeship centres were established in Quebec?

MR. FROMENT: Because the existing schools—technical, arts and crafts, etc.,—by the nature of their programs were not able to help the great number of boys with less than the minimum requirements of the 7th grade. Also because Quebec employers realized the inadequacy of the old way of apprenticeship where the boy is at the mercy of the good nature of the journeyman with whom he works and where sometimes the apprentice had to spend long years before he was permitted to acquire the same knowledge he can now gain the first year under our system.

Mr. Froment explained that interest in the graduate apprentice does not cease when he leaves the Hull Training Centre. He is encouraged to return to the Centre for advanced training at nights and also to report periodically on his continued progress. Graduates are urged to seek the advice of their former instructors regarding problems which arise from their new environment. It is the objective of the Centre to follow the boy's career during the whole course of his apprenticeship until he takes his final tests at the school which lead to his competency card.

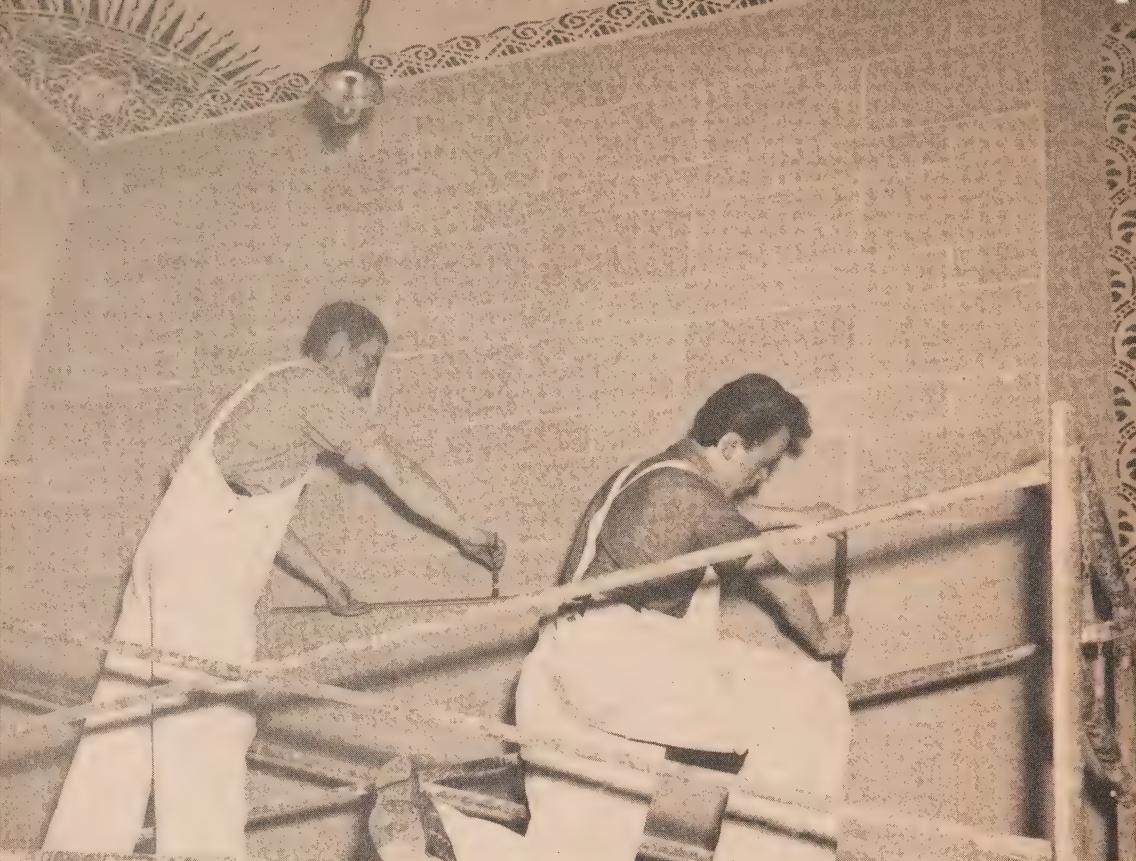
Opinions of Employers

Following an examination of the training centres in Montreal and Hull, the opinion of employers in the construction industry was sought. A. Turner Bone, President of J.L.E. Price and Company Limited of Montreal and Toronto, and 1955-56 President of the Canadian Construction Association, appeared well satisfied with the new system of building trades apprenticeship in the Province. Mr. Turner Bone stated:

As an employer, our company is very much in favour of the system in force here whereby the apprentices have received a reasonable amount of schooling and training before they come on the job. This pre-employment training makes sure that when the boys do come to work they can be given immediately a definite job to do and can fully earn their wages from the very beginning. It further ensures that we only get boys who have an aptitude for the trade and are serious in their intention to qualify as trained craftsmen.



What might be taken for an imaginative artist's conception of a flying saucer, is actually a practical means of teaching colour harmony and technique to painting apprentices at the Hull Training Centre.



Painting apprentices hard at work on intricate ceiling and mural work at the Montreal Apprenticeship Centre for the building trades.

Roy H. Foss, President of the Foss Construction Company of Montreal, and Chairman of the Canadian Construction Association's Apprenticeship Committee, also was found to be an enthusiastic believer in the importance of proper training. He felt that adequate training was essential to Canada's economic development. In comparing the boy who had taken pre-employment training with the "green" boy hired off the street as an apprentice, Mr. Foss had some interesting comments:

I have had experiences of my own where I have taken in apprentices direct from the apprenticeship centre, have carried them through their field training years and have employed them as journeymen on construction work after they have received their competency cards. These boys have made excellent foremen and one of the boys is now a superintendent and is thought of very highly. This is not an exceptional case, but is one of a great many cases of boys who have done exactly the same thing. It is exceptional to find a young boy who enters the trade from any other source becoming a superintendent or even a foreman after three or four years.

I would like to reiterate that I honestly feel that the boys who are trained in our apprenticeship schools, and given their apprenticeship training there before they are sent out on field work, turn out to be much better journeymen than the boys who have been trained only in the field and who have received, in some cases, not too much scholastic work while carrying out their field instruction.

It should not be inferred from what has been said in the story of apprenticeship training in Quebec that all building-trades apprentices now enter the trades through pre-employment training in an apprenticeship centre. Such is not the case. Many boys, particularly in areas not close to a training centre, are still hired "green" by employers and learn their trade on the job. A notable exception to this practice is the plastering trade where pre-employment training is compulsory for apprentices in the Montreal area. However, there is a growing acceptance of the new system and employers tend to show a decided preference for the apprentice with pre-employment training at a training centre. As Mr. Foss reports, many employers feel that they usually make better journeymen.

Financing

Financing of parity committees, apprenticeship commissions and the operation of training centres is a matter of three-way cooperation. Every employer whose industry is represented on an apprenticeship commission or a parity committee pays an assessment fee for every apprentice and journeyman employed by him. Every apprentice and journeyman employed by employers whose industry is represented, also pays an assessment fee. Where and when necessary contributions are also made by the Provincial Government.

The maximum fees which employers and employees may be assessed under Quebec legislation is one-half of one per cent of the employee's wages, to be paid by the employer, and one-half of one per cent to be paid by the employee, or a total of one per cent. In areas like Montreal, for example, where there are a great number of employers and employees liable to assessment in the different industries, the assessments collected by the parity committees in the different trades or groups of trades amount to considerable sums of money. In such areas the Province is not required to contribute heavily. In less populated areas the reverse is usually the case. However, for the Province as a whole, it works out fairly evenly with employers and employees contributing about two thirds and the Provincial Government about one-third.

While there may be some employers who are not entirely happy about paying assessment fees, there are many more who feel that their fees are a modest investment with guaranteed returns. These employers recognize that a small investment in training and in regulating conditions in a trade can produce future dividends in an adequate supply of basically-trained apprentices to fill the future ranks of skilled tradesmen and to keep the wheels of industry turning.

Indenture Contracts Eliminated

An essential feature of Quebec's present apprenticeship system in the building trades lies in the virtual elimination of indentureship to an individual employer. Since an indentureship is a legal contract between an employer and an apprentice and his parents or guardian, it was therefore enforceable by law on all parties. However, experience had shown Quebec authorities that rarely, if ever, was the law enforced in practice. It was therefore felt that having a youth signed to a contract which he felt he could break with impunity might

tend to lessen his respect for contracts generally. Instead of indentureship, a document has been drafted which stresses the moral obligations and expectations of both parties. The boy who now goes through an apprenticeship centre is registered with that centre instead of being indentured to an individual employer. Quebec experience to date has shown that employers seem to show more willingness to employ apprentices when they are not compelled to bind themselves to a contract for a period of years.

SECTION III

Training in the Automotive Repair Trades

A youth in Quebec wishing to learn one of the varied trades in the automobile maintenance and repair industry can begin his training at a modern school devoted exclusively to the teaching of such trades. The Automobile School of Montreal was formerly a part of the Montreal Technical School. In 1942 it became an independent institution. It is one of the special schools under the administrative jurisdiction of the Department of Social Welfare and Youth which are described in a later section. Similar automobile schools operate in the cities of Quebec and Rimouski, and automobile departments have been established in many arts and crafts and technical schools.

Facilities Are Extended

Due to increasing demand for training in the automotive industry, the Montreal school's facilities have been greatly expanded. The new building, finished in 1956, is modern and complete in every respect.

What most impresses a visitor to this new building is the ingenious use of space. The building has been laid out so that shifting of work in process will be reduced to a minimum. The main repair shop is located on the ground floor and communicates with the upper floors by means of an elevator capable of raising the largest automobiles. In addition to the large repair shop there will be classrooms for technology, electrical and mechanical experiments and demonstrations. The most unique feature of this ultra-modern institution of learning is the large door to each classroom, enabling a car to be taken right into the classroom and from classroom to classroom. Special air conditioning equipment is being installed which will permit clearing of all exhaust fumes from motors by pipes.

Automotive Courses

The Automobile School offers two courses in mechanics and automotive electricity. It also gives a one-year course on automobile body work.

One course is an elementary course of one year's duration and deals with the operation of the mechanical and electrical parts of a motor vehicle. This includes a probationary period in machine shop, welding and smithy departments and involves more practice than theory. The advanced course is of two years' duration. This course is much more complete than the elementary course and graduates usually go on to apprenticeship in garages. While there is no set time-credit on apprenticeship for the time spent at the school, graduates of the advanced course sometimes receive up to a year's credit for each year spent in training at the school.

Graduates of the elementary course who, for various reasons, may not continue on to the advanced course, sometimes go into garages or gravitate into other jobs in industry where their mechanical knowledge proves of value. Graduates of the body course may become apprentices in the body and fender trade. Despite the fact that starting wages for graduates of the automobile

school's courses are lower than for apprentices in the building trades, there appears to be no lack of boys anxious to take the training. It was partly to accommodate this growing number of boys seeking such training, as well as to help meet the industry's expanding needs that the school facilities are being so greatly extended.

Night Classes

As in the case in most technical, special, and arts and craft schools, night classes are also given. These night classes provide theoretical and practical training for apprentices, journeymen, foremen, clerks, salesmen, automobile owners, and others who are engaged in industrial or commercial pursuits during the daytime, but desire instruction in automotive maintenance and repairs. As in the case of building trades apprenticeship, students who enter the automotive repair industry after completing day courses at school are encouraged to advance their knowledge by attending night classes after they commence working.

SECTION IV

Apprenticeship in the Printing Trades

Printing has the distinction of being the only industry in Quebec which still conducts apprenticeship under the time-honoured system of indentureship. Apprentices are indentured with an employer for a period of six years. Every indenture of apprenticeship is signed by the employer, the apprentice and the parent or guardian of the apprentice and by the Apprenticeship Commission for the industry. This indenture is registered with the Apprenticeship Commission which also records the branch of the trade which the apprentice is to follow. Although indentures are for six years, apprentices in the composition, ruling, cutting, bindery and finishing departments, may obtain a remission of the last year of their apprenticeship period. This time-credit is only granted if the apprentice has maintained his efficiency to the satisfaction of the Apprenticeship Commission and his employer.

Decree Relating to Printing Trades

The Decree, under the Collective Agreement Act, which relates to the printing trades in the Montreal district, covers the Island of Montreal and the whole territory included within a radius of one hundred miles in a straight line from its boundaries within the Province of Quebec. This covers most of the industry in the Province with the exception of the Quebec City area. Under this Decree the Apprenticeship Commission for the industry in the Montreal district requires that every apprentice shall attend the School of Graphic Arts for one day a week for the first three years of his apprenticeship. His employer is required to pay his wages for the days spent at school. The employer, however, may use the services of a full-time student from the School of Graphic Arts to replace the apprentice. This practice is now prevalent in Montreal. The day spent each week by the student in the shop is considered part of his school curriculum and he is not considered as an employee.

Apprentices in the various printing trades in the Montreal District are required to have a minimum of two years' high school (9th grade) or the equivalent, and must be between 16 and 20 years of age. The Apprenticeship Commission may waive this rule in the case of veterans. Applicants for apprenticeship must also pass thorough medical and psychological examinations to ensure they are fit to meet the special requirements which the printing industry expects of its employees.

As previously mentioned, graduates of the courses given at the School of Graphic Arts are allowed time-credits of approximately one year for each year spent in the school. However, these time-credits may be revised at the end of the apprentice's first six months of employment, depending on the report which the Apprenticeship Commission receives from the employer. The Commission establishes the final classification of the apprentice.

Minimum starting rates for first-year apprentices are 60 cents per hour, except in the case of female apprentices in bookbinding and finishing, where the minimum starting rates are 52 cents per hour. Periodic increases are

provided every six months for the whole period of apprenticeship. However, after the fourth year, apprentices in the press department receive only annual increases. In Montreal these rates are the minimum allowed under the law, but actually many apprentices receive rates from ten to fifteen per cent higher.

Monitoring System

Monthly progress reports are received by the Apprenticeship Commission on every apprentice and are recorded in the Commission's offices. A monitoring system is used for ensuring that the apprentice receives the proper training in each phase of the trade and to check on his progress. Under this system the Apprenticeship Commission, in cooperation with the employer, designates a foreman or qualified journeyman in each plant employing apprentices as a monitor. The monitor is responsible for the "on-the-job" training of the apprentice and for moving him from one class of work to another. The monitor signs the reports on the apprentice's progress, which are sent to the Commission each month. Each apprentice is furnished with a booklet by the Commission. The apprentice makes a daily entry in his book showing the number of hours worked on each operation and the entries are initialled by the monitor. At the end of each month the apprentice totals the number of hours worked on each operation. The monitor verifies this total and rates the apprentice and prepares his progress report. Monitors receive a small remuneration for these extra services from the Apprenticeship Commission. An up-to-date record of every apprentice in the Montreal District is available at all times in the Commission's offices.

Financing

As in the case of the building trades, funds for the administration by the Parity Committee of the decree which regulates conditions in the printing industry are raised by assessment fees levied on employers and employees. As explained in an earlier section, the maximum assessment rates allowed under the Collective Agreement Act is one-half of one per cent of the employee's wages payable by the employee and one-half of one per cent by the employer. The practice, in the printing industry, as in most trades, is to collect the maximum assessment. The Parity Committee administers these funds and makes grants to the Apprenticeship Commission to enable it to carry out its functions in connection with apprenticeship.

The Apprenticeship Commission of the Printing Trades in Montreal is composed of eight employers' representatives, eight employees' representatives and four provincial government representatives. Therefore, its opinions may be considered as representative of both organized labour and management in the printing industry. The Commission says in its published annual report for 1954-55 in referring to indentureships:

Nothing but good results can stem from these contracts of apprentices for all interested parties, because in virtue of this regime, the employer must look after the training of the apprentice, ensure his progress, for he is bound by his contract, and must account to the Apprenticeship Commission with regard to the training he is giving. That is to say, he cannot assign the apprentice to jobs which are not in accordance with the apprenticeship regulations and which might hamper or

retard the apprentice's progress at the trade. The apprentice on his part is obliged to apply himself to the study of his trade and to complete his apprenticeship. Therefore, he must not shift from one shop to another and must not satisfy himself with being a semi-skilled worker at the end of his apprenticeship.

This factor of stability which ensures continuity of apprenticeship cannot but favour the good behaviour of the apprentice in the shop. It is bound to instill in him a feeling of pride, which in turn creates enthusiasm for his work to the advantage both of the industry in general and of the employer in particular.

Employers seen in Montreal generally were satisfied with the apprenticeship system. Apparently they are tolerant of the assessment fees they contribute toward the cost of administering the decree regulating the printing trades, including apprenticeship. The general feeling appears to be that it is a sound investment.

Professional Jurisdiction

In the interests of a clear understanding of printing apprenticeship in the Montreal District, it is necessary to explain that certain employees in the industry do not come under the jurisdiction of the Apprenticeship Commission. These employees include all those engaged in printing on pure metal or an alloy of metals, wood, jute or paper bags, mailing tubes, cardboard boxes, wall paper, rubber and leather, and persons engaged in the production and printing of daily newspapers. There are also certain other classes of printing employees which are not under the jurisdiction of the Apprenticeship Commission. In general terms, it might be considered that the Commission's jurisdiction covers commercial printing in Zone 1, which means the Island of Montreal and all cities and towns within ten miles of its borders.

SECTION V

Apprenticeship in Shoe Manufacturing

The shoe manufacturing industry of Canada is heavily concentrated in the Province of Quebec. There are some 180 firms located in the Province, more than in all other provinces combined. It follows, therefore, that a supply of trained personnel is a vital necessity to the continued stability and future expansion of this important industry. As long ago as 1936 a Decree was issued under the Collective Agreement Act regulating conditions in the industry. As in other Quebec industries, the administration of the regulations covering working conditions laid down in the Decree is carried out by a Parity Committee composed of equal representation from employers and labour. The Decree embodies an agreement reached by a majority of employers and employees fixing for all shoe manufacturing plants in the Province the agreed-upon wage rates, terms of employment and conditions of labour. Naturally, there have been many amendments to the original Decree since 1936.

Recognition of the Pre-Employment Training Principle

The shoe industry has recognized the principle of pre-employment trades training by the establishing of two unique schools in the Province. One is located in Quebec City, the other in Montreal. Each is a small, but complete, shoe factory in itself. While supported mainly by grants from the funds derived by assessment of employers and employees in the industry, some revenue is obtained from the sale of shoes manufactured at the schools. These schools are operated by the Apprenticeship Commission for the Shoe Industry.

The Apprentice at School

From pattern-making to finishing, the schools are fully equipped with all the complicated machines necessary to manufacture different types of shoes. Courses vary in length depending on the extent of knowledge required. A student-apprentice may learn one process or the operation of one machine in two weeks. However, apprentices may go on for a full year, in occasional cases for two years, attending full-time day classes. In these cases time is spent in every shop in the school and on every machine and process. Later the boy may specialize on some particular phase of the industry according to his aptitudes or desires. Such a student learns designing, pattern-making, cutting, leather, sewing, assembling, bottoming and finishing. In addition, he takes such academic subjects as history of the shoe industry, terminology of the industry, geography and statistics, legislation pertaining to the industry, mathematics and sociology. The schools keep up to date with the latest technological advances.

Each apprentice taking full-time training at the schools of the Commission is regarded as a possible future foreman, superintendent or other executive, and his training program is designed with this in mind. Apprentices are encouraged to return to the school and take further training at nights after they commence work. Many students prefer to take a job in the industry to secure

an immediate income rather than stay at school to complete the course, even though there is the prospect of greater ultimate earnings by learning all phases of the business. The day classes have male students only, but night classes usually include girls learning specific processes or the operation of one particular machine.

Teaching Staff and Night Classes

Teachers are supplied from the industry, each an expert in one or more phase of the different manufacturing processes. Instruction is given in both French and English. In addition to the night classes for girls and other beginners, special classes are conducted at night in more advanced processes and technology for apprentices, journeymen and others in the industry. Girls and women taking night classes to learn one specific operation are classed as apprentices until they have put in a specified length of time at the operation when they become journeymen operators. These periods of time vary according to the process and may last from 600 hours upwards, including the hours spent at school.

Officials at the school claim there is a steady demand from the industry for the apprentice-students. Under the Decree no establishment may employ more than ten per cent of its staff as apprentices. It was explained that as the schools in Montreal and Quebec City were controlled and operated by the industry through its own joint labour-management and government commission, they had to be progressive and conduct training exactly as the industry required. Working conditions at the schools are designed to simulate those in industry as closely as possible.

An evening class of male and female apprentices at the Montreal School Operated by the Apprenticeship Commission for the Shoe Manufacturing Industry. A similar school is operated in the city of Quebec.



SECTION VI

Hairdressing and Barbering Trades

Ladies' hairdressing in the Montreal area is regulated under a separate Decree and covers six classes of employees: master-hairdresser, hairdresser, journeyman-hairdresser, manicure-aesthetician, apprentice-hairdresser and apprentice-manicure-aesthetician. Under the Decree 36 months of apprenticeship is required in hairdressing and 12 months for manicure-aesthetician. Apprentices are registered with the Parity Committee and must have at least grade nine education. Upon entrance the apprentice is issued an apprenticeship booklet by the Parity Committee.

Apprenticeship

Apprenticeship may be served in a hairdressing or beauty parlour, but courses given by the schools of hairdressing and barbering governed by the Specialized Schools Act or by the Trade Schools Act are recognized by the Apprenticeship Commission. A hairdressing school is operated at night in Montreal by the Apprenticeship Commission.

The Decree relating to ladies' hairdressing states that the teaching of hairdressing to apprentices shall be done by persons holding a master-hairdresser's certificate issued by the Parity Committee. The teaching must cover all phases of the trade and must be approved by the Joint Commission of the Ladies' Hairdressing Trade and the Joint-Apprenticeship Commission for the Profession of Ladies' and Men's Hairdressing in Montreal. In order to ensure proper training of apprentices the Decree lays down specific numbers of students per teacher which varies with the different subjects being taught. Any apprentice who has followed a course of at least 500 hours of theoretical or practical training in a hairdressing school with a program approved by the Parity Committee and Apprenticeship Commission may be admitted to a classification examination. Upon the results of this examination a time-credit on the 36 months' apprenticeship may be allowed.

School Operated by Commission

Courses in hairdressing are given at night to apprentices in the industry in the hairdressing school operated by the Apprenticeship Commission. The reason for this is that the instructors who are master-hairdressers, are employed during the day, either in their own shops or by an employer. The students, too, are all apprentices working at the trade during the day. Apprentices usually attend the night classes for one to two nights a week during their 36 months of apprenticeship and may receive about 200 or more hours of theoretical and practical training at the school. The training at the school in addition to practical hairdressing includes hygiene, cosmetology, dermatology, chemistry and anatomy. These scientific subjects are taught by professors from the universities of Montreal and McGill. It is compulsory for all hairdressers, barbers and manicurists to take the hygiene course.

Barbering

Barbering can be learned by apprenticeship to a barber, by a one-year course at an arts and crafts school, or by a combination of on-the-job training and night classes at the Hairdressing School in Montreal. Courses are held at night for the same reason as in hairdressing—the instructors are master-craftsmen working at the trade during the day.

It is noteworthy that both systems of apprenticeship, pre-employment training and on-the-job with part-time school work, are used effectively in both hairdressing and barbering trades.

SECTION VII

Technical and Specialized Training

In 1946 the Department of Social Welfare and Youth was established in Quebec. It was the first government department in Canada established for the purpose of assisting young men and women in the field of technical, vocational and specialized training. It operates about sixty technical, arts and crafts and specialized schools.

Technical Schools

There are eight technical schools in the Province located at Montreal, Hull, Chicoutimi, Quebec, Rimouski, Shawinigan, Sherbrooke and Three Rivers. Training at technical schools includes courses in carpentry, industrial chemistry, electricity, automotive electricity, electronics, foundry work, tinsmithing, machine shop practice, tool making, welding, auto mechanics, pattern making, radio and television, among others. All eight technical schools do not teach all courses, but all courses are available among the eight schools.

Most of the courses given at technical schools are of four years' duration and are open only to students who have completed at least two years of high school. The objective of these four-year technical courses is to educate young men who later will be capable of filling executive positions and performing tasks of responsibility in industry. About half the student's school time is devoted to practical shop work and the other half to academic and cultural studies. For the first year students attend all the shops in the school, but during the next three years they specialize in one shop. Academic studies are the same for all students and are designed to give them a broad general education.

While technical school training is not pre-employment apprenticeship training as in the building trades apprenticeship centres, graduates do sometimes become apprentices in certain occupations. In such cases the student may be allowed up to a maximum of one year's time credit on his apprenticeship for each year of specialization in his trade while in technical school. However, definite time-credits are not usually decided upon until the apprentice has served for a few months on the job and passed a classification examination.

Trade Courses

In addition to the four-year technical courses, some of the technical schools give a two-year trade course. Trade courses not being so advanced as the technical courses, students may enter them directly after completing public school. In the trade courses the pupil spends about two-thirds of his time at the practical work of his chosen trade in the shops. The remaining one-third is devoted to academic subjects comprising mathematics, science, English, French, plan-reading, sociology, and an introduction to business practices. Boys entering apprenticeship from these trade courses are usually allowed a time-credit on their apprenticeship time up to a maximum of one year for each year of the course.

At this point one may wonder why a boy who has completed a six-month course in the building trades at an apprenticeship centre may be allowed a maximum of one year's time credit in his final year of apprenticeship, yet the boy learning the same trade at a technical school must spend a full year in school to have a chance to earn the same credit. The reason is that at the apprenticeship centre, 1,000 hours of concentrated trades-training is covered in six months by working a 40-hour week. The student at a technical school takes a full year to get 1,000 hours of training at the trade. However, the technical school student has the advantage of an opportunity to acquire a broader general education.

Arts and Crafts Schools

There are some 30 arts and crafts schools, located throughout the Province. Many of these arts and crafts schools are equipped and staffed to provide the first two years of the four-year technical school courses. A few provide the first three years. This enables young men, in areas where there is no technical school, to obtain two or three years of technical training close to home, an important economic factor to such students. These students may then go directly into industry or complete the four-year course at one of the technical schools. All arts and crafts schools also give the two-year trade courses already described.

There are also special vocational institutions designed to train students in a number of technical fields where a more specialized training is needed. The duration of studies varies according to the background of the students and the chosen occupation. The studies in these schools are like pre-employment apprenticeship courses in that they are confined almost entirely to practical training in a specialized field except for lessons in technology and sociology. In many trades these courses usually lead to apprenticeship. A brief description of some of these schools will be of interest.

The Central Arts and Crafts School was opened in Montreal in 1946. It provides practical and theoretical training for various services and commercial occupations, such as cooking, confectionery, horology, hat-making, hairdressing, barbering, dressmaking and designing, tailoring, and fur dressing. The courses are all of two years' duration except for hat-making, hairdressing and barbering, which are one year.

The Domestic Science School of Montreal offers two-year courses in cooking, dressmaking and sewing to young girls.

Marine School

The Marine School is a branch of the Rimouski Technical School and maintains two well-organized sections. One is navigation for deck officers and the other covers marine mechanics for mechanical engineering officers. Regular two-year courses in navigation are given for those desiring first mate, second mate or master mariner's certificates. Courses in marine mechanics last three years and prepare for fourth, third, second and first class marine engineer's certificates. The school has equipped a small training ship, the "St. Barnabe",

to provide sea experience. During the summer months the "St. Barnabe" embarks on extensive cruises. The students make up the crew under the command of their instructors who act as the ship's officers.

Better known as *l'École du meuble*, the Furniture School was established in Montreal in 1930. It is far more than just a furniture-making school. The aim of the school is to prepare pupils for posts of leadership in the furniture industries and to fit them to carry out research on native woods with a view to their effective utilization. Latent artistic skills and a sense of design are developed to the utmost. There are two courses given, each with different entrance requirements and leading to different certificates. One is the two-year apprenticeship course and is mainly practical. Successful completion of this course entitles the student to a certificate as furniture carpenter. The other is an artisan course lasting four years and leading to a diploma as a cabinet-maker.

The Textile School at St. Hyacinthe was established to meet the needs of the provincial textile industry. The school gives four-year courses at different levels. In the textile manufacturing courses the studies include many hours of practical work in school shops. The chemistry and dyeing course is distinctly scientific in character. The practical training given in the school's laboratories prepares specialists in chemical phases of the industry.

The Provincial Paper Making School at Three Rivers offers courses at three levels in order to meet the needs of the widespread pulp and paper industry of the Province. One course is designed to prepare technicians in paper-making, one is for machine operators and one for part-time students. This school is unique in having its own paper-making factory. Although the actual production from the school's factory is probably the smallest on the continent, it is among the most modern and complete of its kind in the world. Specific research projects are carried out in the school's laboratories at the requests of the industry.

The School of Graphic Arts, located in Montreal, provides instruction to young men entering the printing and bookbinding industries. The courses are of three or four years' duration, depending upon the specialization followed. Hand composition, letterpress, bookbinding and gold stamping require three years' study. Specialization in imposition, estimating, linotype, monotype and commercial art require four years. Under Apprenticeship Commission rules for the printing industry, the diploma awarded to students has an apprenticeship value equal to the time spent at school. The part this school plays in apprenticeship in the printing industry is described in the earlier section relating to the printing industry.

Recent Figures

Figures supplied by the Department of Social Welfare and Youth in the spring of 1956 show a total of 10,245 students registered in the various vocational training schools operated by the Department. Of this figure, 3,300 were in their first year and had not specialized in a particular trade or occupation. Included in the remainder were: 1,200 in electricity; 1,050 in machine shop and tool-making; 670 in automotive repairing, automotive electricity, body work and painting, diesel motors; 500 in the building trades of bricklaying,

wood-working, plumbing and painting; and 170 in tinsmithing. Those students learning building trades in a vocational school are, of course, additional to the apprentices registered in the various building trades at the five apprenticeship centres as described in an earlier section.

Other Provincial Government Departments Concerned with Training

In addition to the schools under the jurisdiction of the Department of Social Welfare and Youth described above, other departments of the Quebec Government are concerned with specialized education which prepares for work related to the spheres of activity over which they have authority. The Agriculture and Dairy Schools are controlled by the Department of Agriculture. The Department of Fisheries operates fisheries' schools. A forestry engineering school, a fire protection school, and a sawing school, are operated by the Department of Lands and Forests. Courses for prospectors are conducted under the sponsorship of the Department of Mines. The Provincial Secretary's Department aids or maintains domestic science schools, schools of commerce, a conservatory of music and dramatic art, two schools of fine Arts, and normal schools.

SECTION VIII

Private Apprenticeship in Industry

Several of the larger firms in the Province conduct extensive apprentice-training programs, particularly in heavy industry. The Provincial Government assists in supplying suitable candidates for apprenticeship in industry by the provision of educational facilities in its technical schools and high schools and by the provision of special part-time courses where necessary. However, many firms have taken sufficient interest in training to organize their own apprentice-training programs. It would be impossible in this one booklet to describe the various apprenticeship systems in operation in different firms as each is designed to fit the needs of the firm operating it. Because of such variations, no one firm's training plan could be described as typical. However, in most industrial apprenticeship, entrance requirements are similar. Applicants are carefully chosen and usually high educational standards are required with preference to matriculants or the equivalent, although in some trades applicants with Grade 10 education or lower may be considered. Some firms require their apprentices to sign indentureships while some do not.

Dominion Engineering Works

An example of one industrial apprenticeship plan is that conducted by the Dominion Engineering Works at Lachine, Quebec. This company inaugurated their apprenticeship training in 1946. It covers foundry work, machine shop practice, pattern-making and draughting. The training time required is as follows: foundry, four years machine shop, five years; pattern shop, five years; and draughting, one year. There are normally some 70 apprentices in training in the four trades. The company requires applicants to be between 16 and 18 years of age, to pass a medical examination, to be of good moral character and living with parents or guardians to be recommended by the principal of their school, and to have completed at least grade 10. In the case of draughtsmen grade 12 is preferred.

In addition to practical training and experience in the shop work pertaining to the trade they are learning, all apprentices are required to take classroom work and lectures on theory, practice and blueprint reading. Apprentice-draughtsmen usually spend six months in the company's draughting school. Then they may go out into the various shops for a few months before returning again to the school and later entering the draughting department. Subject to the passing of certain tests, apprentices receive increases in pay every six months until they pass out of apprenticeship to skilled craftsmen's rates. Upon successful completion of his apprenticeship term, the apprentice is presented with a certificate testifying that he has become a skilled craftsman. The apprentice does not sign an indenture of apprenticeship.

An Industrialist's Opinion

Obviously an apprenticeship plan conducted by a company costs money, but companies who have such plans consider it a sound investment which pays dividends in a continuing supply of trained personnel, trained specifically to

meet that company's needs. Mr. Hugh Crombie, Vice-President and Treasurer of The Dominion Engineering Works presents an industrialist's views on training in the following words:

"Canada's economy is changing. Ours is no longer a frontier economy with the main emphasis on the export of primary products. We have come of age; we are now one of the leading industrial nations. A larger part of the demand for the machinery and equipment required by our primary and secondary industries should be met by manufacture within Canada. This can only be achieved if the fiscal and economic climate is favourable and if the requisite skilled manpower is available. Apprenticeship and other training programmes are required to develop the necessary skills and technical knowledge of craftsmen. The more extensive their basic education, the more readily will these craftsmen adapt themselves to the changing requirements of industrial and technological progress. It is the policy of our Company to select its future leaders from among those of its graduate apprentices who have demonstrated that they possess the necessary qualifications."

SECTION IX

General Observations and Statistics

Behind all the varied systems of apprenticeship and training in the Province of Quebec, there is evidence of certain underlying beliefs. These are:

1. that a youth may not be a scholar, judged by academic standards, yet may have an adaptable pair of hands which can be trained to wield a trowel, paintbrush, or to operate a machine or tool with dexterity;
2. that a youth, regardless of his formal education, should be provided with the opportunity to learn a skilled or semi-skilled occupation;
3. that a young person leaving school with some occupational training, even if incomplete, has a better chance of earning a living and becoming a good citizen than one with no training;
4. that the responsibility for regulating working conditions, including apprenticeship, lies with both sides of industry—labour and management;
5. that both labour and management should contribute directly to the costs of regulating working conditions, including apprenticeship, in an industry;
6. that by regulating working conditions within their own industry and contributing financially to the costs of such regulation, both labour and management have a reason to retain an interest in such aspects as training and apprenticeship;
7. that training should be flexible and varied enough to take care of all levels of youth, those with little formal schooling as well as those with more advanced educational qualifications; and
8. that properly-planned pre-employment training can prove a means of shortening the learning period necessary to the attainment of journeyman status in most trades.

A Complicated Process

It is obvious that the development of training systems embracing such basic beliefs necessitates flexibility and adaptability to meet the needs of varied local conditions. The attainment of such objectives is a complicated process. The more complicated the field of training is the more it becomes necessary to divide the responsibility for its different spheres. Thus arises the autonomy of apprenticeship commissions within a designated geographical area for specified trades or groups of trades.

It can be argued that autonomy within certain areas for apprenticeship commissions gives rise to a lack of uniformity of standards. However, that disadvantage seems to be balanced by the advantage of wider-spread local interest in training sponsored by the local apprenticeship commission.

Statistics

Numerically, Quebec leads all provinces in apprenticeship. The 1955 Report of the Quebec Department of Labour shows a total of 29,464 male and female apprentices in various occupations during the fiscal year 1954-55. Of this total 22,187 were male apprentices and 7,277 were female. These figures do not include students in technical, arts and crafts, special, or other vocational schools, whose training might ultimately lead to apprenticeship. Of the total, more than 17,500 were listed as apprentices in construction and related industries.

These figures are impressive, but cannot be compared accurately with figures from the other provinces, except perhaps in the construction trades, because it appears evident in Quebec that learners in most occupations are generally regarded as apprentices until their learning period is over. An example of this tendency lies in the shoe industry where there are several different classes of apprentices, some of whom may require only 600 hours of experience or instruction, while others may require 2,400 or more hours, depending on the particular phase of the industry for which they are training. Another example is in retail food products, where the table shown later in this section lists 121 apprentices. This type of worker would not be considered as an apprentice in other provinces. The usually accepted definition of apprenticeship among training authorities in most parts of Canada is "the training for an occupation or trade which requires a minimum of 4,000 hours of experience and instruction". If such a yardstick were used to measure apprenticeship in Quebec, the numbers reported would undoubtedly be fewer.

The following tables show a breakdown of apprentices in trades or occupations in Quebec, governed by Decrees administered by Parity Committees, together with the numbers of employers and employees, male and female, in those same trades or occupations. The figures are from tables contained in the 1955 Report of the Quebec Department of Labour and cover the fiscal year 1954-55.

Table 1.—*Trades or occupations with apprentices, for which a Competency Card or Certificate of Classification is required*

Trade, Commerce or Industry	No. of Employers	No. of Apprentices (Male)	No. of Apprentices (Female)	Total No. of Employees Male and Female (including apprentices)
Retail Food Products	527	121	—	2,119
Barber-Hairdresser	2,884	273	308	2,227
Ladies Hairdressing	454	27	567	1,827
Bakers	32	12	6	169
Construction and Related Industries	9,489	17,561	—	104,610
Garage Trades	2,118	1,650	—	11,891
Printing	778	833	551	6,517
Clock-Making	607	74	1	489
Fur (Wholesale & Retail)	571	301	347	3,383
Fine Gloves	21	—	5	529
Wrought Wood	69	34	—	509
Handbags	43	49	156	1,168
Taverns	60	15	—	214
Totals Table 1	17,653	20,950	1,941	135,652

Table 2.—*Trades and occupations with apprentices, for which a Competency Card or Classification Certificate is not required*

Trade, Commerce or Industry	No. of Employers	No. of Apprentices (Male)	No. of Apprentices (Female)	Total No. of Employees Male and Female (including apprentices)
Shoe Industry	180	415	147	11,657
Dresses	443	19	3,546	12,277
Funeral Services	73	20	—	286
Glass	8	27	—	114
Ladies Clothing	138	201	233	3,748
Men's Clothing	344	525	1,314	13,145
Embroidery	85	30	96	1,172
Totals Table 2	1,271	1,237	5,336	42,399
Grand Totals				
Tables 1 and 2	18,924	22,187	7,277	178,051

Conclusion

A study of the foregoing tables listing nearly 30,000 various types of male and female apprentices indicates the strong emphasis on training in the Province. When the more than 10,000 students taking vocational training in technical and other schools are also considered, plus the many apprentices learning trades in the private apprenticeship plans of heavy industry, there is only one general conclusion to be drawn—the Province of Quebec has become extremely conscious of the value of training.

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Queen's Printer and Controller of Stationery
Ottawa, 1956.